

Draft Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Leonard's Catholic Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2021 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dionne Dunn Acting Head Teacher
Pupil premium lead	Dionne Dunn
Governor / Trustee lead	Alison Aisbitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,315
Recovery premium funding allocation this academic year	£ 4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 40,375

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

St Leonard's Catholic Primary School is located in the New Silksworth area of Sunderland and is part of the Bishop Chadwick Catholic Education Trust (BCCET).

We are a small, single form entry school with classes from Reception to Year 6.

Children join St Leonard's from a range of different nursery settings.

The proportion of pupils eligible for free school meals is slightly below national averages (18.5%).

The number of pupils recorded as having a special educational need is above national averages (28.9%); however, the number of pupils with an Education, Health and Care Plan is low by comparison at 2.2%.

The percentage of pupils with English as an additional language is lower than national averages.

The school provides a before and after-school provision.

Long term objectives

- To consistently narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to consistently exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Provision to consider to achieve the objectives

- 1-1 support or small group work
- Use of the NTP programme, supported through BCCET
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and beyond.
- Transition from primary to secondary and transition internally and into EYFS.
- Subsidise all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Support the funding of specialist learning software and resources.
- To allow the children to learn a musical instrument and to sing in the school choir.
- To extend PE provision.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Leonard's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils; both in fluency and mastery outcomes.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Social and emotional issues for some disadvantaged pupils have caused a primary barrier to learning.
6	Attendance remains an issue for some of our disadvantaged pupils
7	Engagement of families in school events, including those supporting families, is good. However, attendance from disadvantaged families is lower than non-disadvantaged families. This negatively impacts on both academic and emotional development of the disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80%+ of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80%+ of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> ○ the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.2%. ○ the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To increase the numbers of disadvantaged families attending school supportive activities and workshops	Increase attendance from disadvantaged families and ensure there is a higher than proportionate number of families attending events.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of PP pupils with poor S&L in Nursery (or on entry to Reception if they didn't attend our Nursery). Referrals made immediately to S&L team.</p> <p>Work alongside S&L team with individual PP pupils and Carry out follow up activities, including BLAST and ECAT programmes</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Primary Literacy Project and Talk 4 Writing approach to English teaching. All staff to attend staff training day.</p> <p>Wordless picture books in nursery and at least once 1:1 reading with staff</p> <p>Helicopter stories as an EYFS approach to T4W</p>	<p>Pupils' writing can be improved by teaching them to plan and monitor their writing.</p> <p>Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.</p> <p>These include pre-writing activities, drafting, editing and revising and sharing.</p> <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</p>	<p>1, 2</p>

	EEF IMPROVING LITERACY IN KEY STAGE 1 - Summary of recommendations	
'I can' training and supply cover	Weak Vocabulary and language Skills. Most children on entry to Reception are working below and are unlikely to have the breadth of vocabulary that reflects their experiences.	1, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching for all pupils. This includes training all members of staff to ensure consistency of delivery across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Fund teacher release time to embed key elements of guidance in school and to access Arcamedes Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

<p>who require further phonics support.</p> <p>Additional maths and English interventions in LKS2 for targeted PP children with and without SEND.</p>	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>EY / KS1 (KS2) Reading Books to ensure the books link to 'Sounds Write' Phonic Scheme</p>	<p>Over recent years, over half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage.</p> <p>We undertook a review of EY's to invest in new resources in October 2021 to ensure the needs of the new curriculum could be met. An investment of new books was undertaken to support the EEF research *suggested books for each part of the curriculum to ensure language rich environment.</p>	<p>1,2,3,4</p>
<p>Times Table Rockstar</p> <p>My Maths and arithmetic</p>	<p>Times table Rockstar impact on PP children</p> <p>Using Times tables Rockstar's at St Leonard's has benefitted all children,</p>	<p>1,2,3</p>

<p>Maths resources</p>	<p>including PP children. Children quickly become confident with the set up therefore it becomes something easy for children to access independently at home. This is a huge benefit to using TT Rockstar's as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set specific challenges and times tables for different children. This allows those LA/PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It allows all children to become confident especially our PP.</p> <p>New resources and homework access ensure all pupils, especially PP have access to high quality resources at all times.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poverty proofing process to identify how to support PP families</p>	<p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p>	<p>4, 7</p>
<p>Attendance Officer</p>	<p>Attendance figures are currently excellent for Pupil Premium pupils and we would like to maintain this. A</p>	<p>4, 5</p>

	<p>higher percentage of Pupil Premium pupils are late to school than non-Pupil Premium pupils. Pupils are supported to catch up on missed learning in school and this is achieved through the use of 'Catch- Up Club' which is run by TA at breaktime.</p>	
<p>Breakfast Club provides a free breakfast for all children to start their day</p>	<p>Food deprivation is high at St Leonard's. Food parcels were routinely delivered by staff during lockdowns to support our vulnerable families. All PP children are offered free place</p> <p>Research shows hungry children do not perform as well.</p>	4,5
<p>Music – Ukulele</p>	<p>Every child has the right to learn to play an instrument</p> <p>*Georgina Biddle LA Music funding for the disadvantaged</p>	4
<p>Ensure the emotional well-being of all children. Children participate in regular counselling, mentorship and emotional resilience sessions</p> <p>CPD programme to upskill TA teams in a range of appropriate programmes to support mental health, including 'Fun Friends' and 'Friends for Life'.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.</p>	4
<p>Disadvantaged pupils have limited opportunities to develop life and cultural experiences. Greater opportunities identified for pupils through involvement in clubs – choir, sports (includ-</p>	<p>There is evidence showing that providing extra-curricular activities and opportunities, including social action, can help to improve pupil attainment and other attitudes and skills, such as motivation, confidence and team-working.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p>	4, 5

<p>ing school representation, links to Improtech), plus subsidised and free involvement in all after school clubs.</p> <p>Curriculum enhancement through visits outside school, including theatre, museums etc.</p> <p>Attending residential which will enhance their aspirations and self-confidence, and YMT do develop spiritual understanding.</p>		
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Total budgeted cost: £ 40,375

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Across St Leonard's, a large-scale training in Sounds-Write phonics has been implemented to increase the children's confidence when approaching the phonics screening (although this was not carried out in its usual statutory way); this will be further developed in 2021-2022 through an extension to whole school implementation.

In addition to this, Accelerated Reading is used in Years 2-6 for the development of vocabulary, and for reading speed and fluency; aiding comprehension. This will assist in improving the overall percentage of children attaining expected level in reading.

Times Table Rock Stars was used to develop speed and fluency in multiplication recall and to support and improve the overall percentage of children attaining expected level in maths arithmetic skills.

Intervention was most effective when teachers and TA's worked collaboratively to respond to issues/ misconceptions from earlier learning in the day, applying a 'keep up not catch up' philosophy to learning. Remote learning effectively utilised and promoted research-based interventions and strategies. Phonics was delivered by highly skilled and trained teachers and teaching assistants remotely. Use of TTRS and Accelerated Reader were accessible to pupils at home. Family support continued through regular parental contact with school staff and Class Dojo.

An attendance officer has been used subsequently and has been effective at supporting our families back to school following school closures and attendance figures improved. At the end of last year, absenteeism for all disadvantaged pupils was 7.9%, of which, 26.2% were persistently absent.

Externally provided programmes

Programme	Provider
Sounds-Write Phonics	Sounds Write
Accelerated Reader	Renaissance Learning